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ABSTRACT

This report presents a description and a brief evaluation of the Child Center Project, a bilingual-bicultural early childhood development program designed to prepare preschool Latino children to succeed in school without losing their bilingual-bicultural identity. Funded by the Office of Child Development, the three-year project was initiated in 1972 by the United Migrant Opportunity Services, Inc. (UMOS), a non-profit corporation in the state of Wisconsin. A major goal of UMOS has been to help migrant farm workers who decide to leave the migrant stream and relocate in Wisconsin. The center served approximately fifty 3- to 5-year-olds in each year of operation, and emphasized parent participation and control as well as the presence of male Latino teachers in the classroom. Included in the report are a breakdown of the ethnic and socioeconomic backgrounds of the children who participated, educational objectives and the final project evaluation findings. (MS)

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Final Report OCD-CB-407

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March 9, 1976

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Dr. Ramon Garcia
Department of Health, Education
& Welfare
Office of Child Development
P.O. Box 1182
Washington D.C. 20013

Dear Dr. Garcia:

Enclosed you will find the following:

1. Final project evaluation summary of Dr. Bartley's findings and conclusions.

2. Bilingual, Bicultural Development Project summary of activities and evaluation instruments developed for project application.

3. Enrollment statistics FY 73-74-75.

   a. Ethnic breakdown
   b. Socio-economic, family eligibility status.
   c. Age group summary:

	1973-74	1974-75
3 year olds	15	16
4 year olds	17	17
5 year olds	15	16

Please advise if other information is required.

Sincerely,

Clemente S. Villarreal

Clemente S. Villarreal. Ph.D.
Deputy Director

CSV/sf
cc: L. Martinez, C. Chavez

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UMOS CHILD CENTER PROJECT
funded under the auspices of the
OFFICE OF CHILD DEVELOPMENT

The UMOS Child Center Project began in August of 1972 and ended August 31, 1975. As a consultant, I began my work in January, 1974, and worked until August, 1975. The following report summarizes my overall impressions about the operation of the project.

I. Summative Evaluation.

A. Testing

Objective: To test the 3, 4, and 5 year old groups at two different individuals. Children were tested in February, March and April of 1974, and then again in August of 1974 for the 5 year olds and in March and April of 1975 for the continuing 3 and 4 year olds.

Population: The 3, 4, and 5 year old groups which comprised the entire student body.

Design: Tests which measure recognition, verbal and linguistic abilities were used at approximately a one-year interval.

Materials: 1) The Boehm Test of Basic Concepts (English version), "Prueba Boehm de Conceptos Básicos" by Ann E. Boehm was used. Published by Psychological Corporation, 304 E. 45 Street, New York, NY 10017.

2) Test for Auditory Comprehension of Language by Elizabeth Carrow, Ph.D. Urban Research Group, 306 West 16, Austin TX 78701.

Language for Testing: Each child was tested in his dominant language. Dominance was ascertained in the following manner:

a) teacher report based on six-months classroom observation and direct interaction with the child;

b) tester's direct interaction with the child.

Note: testers and teachers are both bilingual.

Analysis: It was originally planned that the same children who were tested in 1974 were also to be tested in 1975. The plan was followed, however, the number of children who remained in the project was reduced in

the cases of the 3 and 4 year old roups by about 60%. This was, in large part, due to the transient situation of re-settled migrants in the north central part of the United States. Many return to Texas or the Southwest in the case of Chicanos, and in the case of Puerto Ricans, many move on or back to the island.

Results: It was found that in all of the cases tested the children had increased their scores by approximately three points within the score range of the Boehm's test and by approximately 5% on the Carrow's test.

B. Activities with Parents

The parents advisory council and the activities with parents were under the aegis of the director. No summative evaluation was carried out (see formative section).

C. Monthly Measurements by Teachers

Monthly reports by teachers were kept on file. The attached form (Appendix A) was devised by the teachers in conjunction with the consultant. Peridoc examination of reports was made by the consultant.

II. Formative Evaluation.

An ongoing process of observation by the consultant was used.

A. Discussions with Teachers

The consultant found that teachers had worked out clear immediate objectives and long-range plans for the classes. The laborious work in which the teachers engaged in order to prepare the physical aspects of the classroom according to the theme or lesson of the week. The children were exposed to all phases of academic learning, i.e. natural science, social studies, mathematical concepts (numbers, counting, adding), letters, artwork in addition to small and gross motor development skills.

Through the discussions with the teachers, it became evident that children were involved in a variety of activities, both inside and outside the classroom. The discussions and meetings with the teachers took place on an average of twice a month, however, these were not regularly scheduled nor were they formalized. The consultant meant to maintain a relaxed presure-free atmosphere.

Through the discussions and the visits which were combined with the testing sessions and the workbook preparation, it became evident that the teachers, the social worker and the director formed a closely knit group of colleagues whose mutual goal was the education of the children.

B. Discussions with Parents

Parents were seen and talked with on an informal basis at functions where parents would either be participating actively or be in the role of the guests. Minutes of the advisory council meetings were always sent to the consultant.

It was apparent that the parents for the most part had had some involvement in the program. The director and the teachers were involved with the parents in attempting to get them to participate. It was observed by the consultant that only one parent became involved in such a way as to attempt to control the program. This is to be expected in any type of program or school and as far as the OCD project was concerned, it was of minor consequence.

C. Observations of Classes

Informal "visits" were made to all of the classes. Considering the amount of time spent at the project itself, it was necessary for the consultant to be inside the classrooms rather frequently. The OCD project, during its duration, was successfully operated in terms of classroom learning, rapport between the students and the teachers and the parents vis-à-vis the learning environment and the actual design of the program. There is no question that the teachers and aides were competent, qualified, experienced and successful, especially in terms of classroom experiences.

III. Workbook.

The workbook was completed in a period of about 16 months. UMOS is requested to attach one copy to this form.

The format used for sample lessons is also attached (Appendix B).

IV. Overall Conclusions.

It is my opinion that the operation of the OCD Child Development Project was successful and a definite contribution to the Milwaukee community. There are not many programs that exist today which fit the needs of the pre-school age

group of minority children, their parents and the community in general.

The consultant wishes to point out that this report is limited in perspective to the OCD funded child development project per se and not to the internal operations of UMOS as it related to the project. To this last point, the consultant does not claim any knowledge.

The final conclusion is that the project itself should be considered a model at the national level for all other projects whose general characteristics are the same.

Submitted on February 6, 1976

Diana E. Pelaez-Rivera Bartley
Associate Professor and Project
Director, Bilingual Teacher Education
Project at the University of Wisconsin-
Milwaukee

SCHOOL YEAR 1973 - 74

Oct.1, 1973 - Mar. 1, 1974	Ethnic Breakdown Student Count				Socio-Economic Breakdown - Family Eligibility Status - Family Count		
DATE	Mexican American	Puerto Rican	White	Other	Headstart Economic Guidelines	Welfare	Above Headstart Eligibility Status
Oct. 1-5, 1973	41	5	1	1	14	1	9
8-12	42	4	1	2	15	11	9
15-19	42	4	1	2	15	11	9
22-26	43	1	1	2	16	11	9
29-Nov.2	43	4	1	2	17	10	9
Nov. 5-9	43	4	1	2	17	10	9
12-16	43	4	1	2	17	10	9
19-23	43	4	1	2	17	10	9
26-30	43	4	1	2	18	9	9
Dec. 3-7	43	4	1	2	18	9	9
10-14	43	4	1	2	18	9	9
17-21	43	2	1	2	18	8	9
Jan. 2-4, 1974	45	2	1	2	18	8	10
7-11	44	2	1	2	19	8	10
14-18	44	2	1	2	19	8	10
21-25	44	2	1	2	18	10	10
28-Feb. 1	44	2	1	2	18	10	10
Feb. 4-8	44	2	1	2	18	10	10
11-15	43	1	1	2	18	9	11
18-22	44	2	1	2	19	9	9
23-Mar. 1	45	2	1	2	19	10	10
Mar. 4-8, 1974	44	2	1	2	19	10	10
11-15	44	2	1	2	18	10	10
18-22	44	2	1	2	18	10	10
25-29	44	2	1	2	18	10	10
Apr. 1-5	45	2	1	2	19	10	10
8-12	45	2	1	2	19	10	10

SCHOOL YEAR 1973 - 74

DATE	Ethnic Breakdown Student Count				Socio-Economic Breakdown - Family Eligibility Status - Family Count		
	Mexican American	Puerto Rican	White	Other	Headstart Economic Guidelines	Welfare	Above Headstart Eligibility Status
Apr. 15-19	44	2	1	2	18	10	10
22-26	44	2	1	2	18	10	10
29-May 3	44	2	1	2	18	10	10
May 6-10	45	2	1	2	18	10	11
13-17	45	2	1	2	18	10	11
20-24	44	2	1	2	18	10	11
27-31	44	2	1	2	18	10	11
June 3-7	44	2	1	2	18	10	11
10-14	44	2	1	2	18	10	11
17-21	44	1	1	2	18	10	11
Aug. 5-9	43	2	1	2	18	10	10
12-16	42	2	1	2	18	9	10
# ÷ 39	1702	95	39	78	693	370	385
Average	44	2	1	2	18	9	10
TOTAL:		(49)				(37)	

NOTE: JULY - SCHOOL VACATION

SCHOOL YEAR 1974 - 75

Aug. 19, 1974- Aug. 15, 1975	Ethnic Breakdown Student Count				Socio-Economic Breakdown - Family Eligibility Status - Family Count		
DATE	Mexican American	Puerto Rican	White	Other	Headstart Economic Guidelines	Welfare	Above Headstart Eligibility Status
Aug. 19-23, 1974	42	2	1	2	18	9	10
26-28	42	2	1	2	18	9	10
Sept. 2-6	39	1	1	9	22	11	13
9-13	39	1	1	9	22	11	13
16-20	39	1	1	9	20	12	14
23-27	38	1	1	9	21	11	13
30-Oct. 4	39	1	1	9	22	11	13
Oct. 7-11	38	1	1	9	21	11	13
14-18	39	1	1	9	22	11	13
21-25	39	1	1	9	22	11	13
28-Nov. 1	39	1	1	9	22	11	13
Nov. 4-8	39	1	1	9	22	11	13
11-15	38	1	1	9	22	10	13
18-22	38	1	1	9	22	10	13
25-29	38	1	1	9	22	10	13
Dec. 2-6	38	2	1	8	21	10	14
9-13	38	2	1	8	21	14	10
16-20	38	2	1	8	21	14	10
Jan. 2-3, 1975	38	2	1	8	21	14	10
6-10	38	2	1	8	21	14	10
13-17	38	2	1	9	21	14	11
20-24	38	2	1	9	21	14	11
27-31	38	2	1	9	21	14	11
Feb. 3-7	38	2	1	9	21	14	11
10-14	38	2	1	9	21	14	11
17-21	36	2	1	9	20	13	11
24-28	36	2	1	9	20	13	11

DATE	Ethnic Breakdown Student Count				Socio-Economic Breakdown - Family Eligibility Status - Family Count		
	Mexican American	Puerto Rican	White	Other	Headstart Economic Guidelines	Welfare	Above Headstart Eligibility Status
Mar. 3-7	38	2	1	9	21	13	12
10-14	37	2	1	9	27	9	9
17-21	38	2	1	9	28	9	9
24-28	38	2	1	9	28	9	9
31-Apr. 4	38	2	1	9	28	9	9
7-11	38	2	1	9	28	9	9
14-18	38	2	1	9	28	9	9
21-25	38	2	1	9	28	9	9
28-May 2	38	2	1	9	28	9	9
May 5-9	38	2	1	9	28	9	9
12-16	38	2	1	9	28	9	9
19-23	38	2	1	9	27	10	9
26-30	38	2	1	9	27	10	9
June 2-6	38	2	1	9	27	10	9
9-13	38	2	1	9	27	10	9
16-20	38	2	1	9	27	10	9
23-27	38	2	1	9	27	10	9
Aug. 4-8	38	2	1	9	27	10	9
11-15	36	2	1	9	26	10	9
# = 46	1729	79		395	906	504	495
AVERAGE	38	2	1	9	19	11	11
TOTAL		(50)				(41)	

NOTE: JULY - SCHOOL VACATION

BI-LINGUAL, BI-CULTURAL

DEVELOPMENT PROJECT

BI-LINGUAL, BI-CULTURAL DEVELOPMENT PROJECT

Introduction

I. Purpose of Project

II. Objectives

III. Participants

IV. Resident Participation

V. Administration

VI. Evaluation

Appendixes

UMOS (United Migrant Opportunity Services, Inc.) is a non-profit corporation in the State of Wisconsin serving migrant and seasonal farmworkers.

A major goal of UMOS is to help those migrants who decide to leave the migrant stream and relocate in Wisconsin. UMOS provides services in all aspects of relocation including: 1) education; 2) manpower training; 3) job placement; 4) supportive services; 5) health; and 6) daycare.

I. Purpose of Project

Based upon the established need for good, solid pre-school preparation this project will direct itself to a more defined pre-school preparation. Within recent years throughout the United States an awareness of the educational needs of the Spanish speaking has been growing. This awareness has noted that pre-school age children given a successful educational developmental and educational basis will excel more in their elementary school years than their peers who have not been given any type of preparation.

Furthermore, awareness of the need for more relevant educational approaches for minorities has also been demonstrated and approved as a legitimate means of education. This awareness was shown and financed in the creation of the Bi-lingual Education Act of 1965.

In September of 1972 the United Migrant Opportunity Services, Inc., initiated an experimental bilingual-bicultural early childhood education program, funded by the Office of Child Development, Department of

Health, Education, and Welfare as a three(3) year Research and Demonstration project which will terminate in August of 1975. This program was created in the recognition of the need for pre-school Latino children to be given an educational approach that would be unique to them and their cultural and social needs.

Since the program is presently in operation and has maintained a high enrollment record of pre-school lower economic Latino children, it stands to reason that this program be continued. Other unique qualifications of this program also merit recognition.

To date, this is the only program totally administered and staffed by completely bilingual-bicultural personnel. This program is the only one in the State of Wisconsin that has full-time male Latino personnel in the classroom.

The need for pre-school preparation for Latino children is evident in the large number of Latino children that must constantly repeat their first, second or third year of elementary school. The Latino child upon entering public school will frequently experience ridicule, harassment and shame as a result of his cultural uniqueness.

The process of destroying the child's culture, heritage, language... in essence, the child's being, begins when the school system fails to accept him as he is, refusing to reinforce and build upon what the child brings into the classroom. Instead, the school tries to impose the "proper" or "accepted" standards of the dominant society.

II. Objectives

The overall intention of the EMOS project has been to function as a community controlled center that will prepare Latino children to enter into and challenge the educational system. Mainly, the project will continue to provide a safe, healthy, stimulating environment for the care and development of young children in cooperation with their parents.

Specific objectives are:

1. The main emphasis of our educational program will be to demonstrate that pre-school child can experience a true bilingual bicultural early childhood development program that will prepare him to succeed in school without losing his bilingual bicultural identity.

   The benefits that will derive from these approaches are the following:

   a. The child will be given an educationally sound pre-school preparation by which to enter into and succeed in the public school.

   b. No child will be forced to learn a second language but rather will be encouraged to willingly learn a second language.

   c. All children will be exposed to the difference in culture with emphasis on the Latino culture, thus making them aware of cultural differences and their place with regard to these differences.

   d. No child will be denied participation in the program because of race, color, religion or any other descriminatory basis, thus giving non-Latino children an opportunity to experience a

bilingual bicultural program which by the overall pride and self-awareness that each child will be allowed to create and develop within himself.

2. The teaching staff will continuously be reviewing current educational curriculum and pertinent information on both early childhood education and bilingual education.

This will then help the staff in selecting the best methods and techniques to use with their children. During the present program year, the teaching staff has not been using any one set curriculum. Rather, they are in the process of creating their own educational work books which can be later used with pre-school, three, four, and five year old children that are going through a bilingual, bicultural program.

This workbook will take into consideration the specific needs of Latino children in a midwest urban city. Futhermore, the workbook will contain a copy of all activities used. Rationale for their usage will be given with each activity, plus an explanation of its success or failure.

At the end of the program year, each teacher would have compiled a complete report of all of his/her classroom work and teacher-parent activities. This means that there will be a manual for the three-year olds, four-year olds and five-year olds.

3. The program will research the parental attitudes of the desire for bilingualism and biculturalism. Such research will result in the following findings:

That the Latin parents in the program will emphasize more the need for their children to be adequately prepared to function in an English speaking society than will be emphasized by the bilingualism and biculturalism. However, there is a strong recognition of the bilingual bicultural approach. This attitude is contrary to the attitude prevalent in the Southwest portion of the United States, where there is an over emphasis on the "Mexicanism" of the individual.

4. Parent participation will be greatly expected. Various means and methods will be used in order to insure that parent participation will be active.

This objective has demonstrated that community parents, especially Latino parents, are just as concerned and interested that the participation the parents have will have as much impact on the educational priorities as the teaching staff. Also, through their participation they will become more aware of, and the need for, a bilingual, bicultural educational program.

Monthly meetings are held in which parents are allowed to express their opinions and feelings about the program.

These monthly meetings are required for the parents. Teachers and aids make periodic home visits in order to get a truer picture of each child's home life. Teachers will actively seek the advice and help of parents in both the classroom presentations and take home activities. All parent-teacher activities will also be recorded in the teacher workbooks.

5. Through the placement of adult Latino personnel in the classrooms the program will provide a variety of demonstrable situations from which both children and adults will experience learning situations.

Some of the benefits are:

a. A more clear understanding of the male adult by pre-school children.

b. Provide a positive image of the male to those children who came from homes where the male image is negative or distorted.

c. Allow children to be exposed to a positive male image, especially those children who come from a home where there may not be any males.

d. To increase the male parent's participation in the classroom. The presence of the males in the classroom, which was previously female dominated, will attract male parents who shunned the idea of interaction with the female teacher previously.

Furthermore, it is the intention of the program to demonstrate that in a predominantly Latino community controlled center, male teaching staff members are actually accepted and recognized as an important element of the overall program.

The objectives outlined above are of priority in nature and have become realities. This is due to the existance of the current program that initiated several of the above mentioned goals. If families are allowed the opportunity to become involved in correcting conditions that prevent them from participating fully in the betterment of their lives and those of their children, they will take the initiative and assume the responsibility.

III. Participants

The entire low economic population of the southern area of Milwaukee is potentially eligible to take part in the project. The actual geographic boundaries are outlined on a map attached to this document, Appendix I. Since the overall purpose of the project is to prepare Spanish-speaking children to better understand and succeed in the public educational system, a higher degree of emphasis will be placed on the recruitment of Spanish-speaking children that come from lower economic backgrounds.

The entire Spanish-speaking community of Milwaukee is estimated at 20,000 (the statistic is taken from the Latin American Union for Civil Rights records). Out of this total number, there is an approximate number of 2,000 children between the ages of three (3) and five (5). Out of these 2,000 children, approximately 1,300 are from low income Spanish-speaking homes.

Due to our present physical accommodations and funding totals, we can only serve 50 children. This gives us approximately 4% participation of all those low income children who are eligible for our program.

At the present time, the center is servicing 50 children of which 90% are at low income levels since the beginning of the program. The other 10% is composed of children who are attending due to: a) referrals from other school, or b) home situations are of such a nature that the child would benefit from an all day center.

All public and private means of news media are used throughout the program year in order to inform the community of our existance. This is also used as a means of recruitment. Agencies and local action groups are constantly informed of our activities and their assistance is sought whenever possible.

The participant selection criteria is based on the requirements set up by the Headstart programs. However, due to the nature of the project, it is necessary to emphasize the active participation of Spanish-speaking children. Other selection criteria also contains the following:

1. Severity of referral cases.
2. Referrals from other institutions of education, either public or private.
3. Those in greatest need, families with great financial burden, even though salary is above the poverty guidelines.
4. Target area residents.

The program concentrates on several major activities that are performed by staff members in order to reach the goals and objectives of the program. The following paragraphs present the activities and the means of carrying out the activities.

A. Educational Program

The educational program is based upon the established guidelines prepared for the early childhood development programs, such as those used by Head Start programs.

These include the standard educational presentations for the development of cognitive skills, language development, sensory experiences, musical awareness, cultural awareness, with emphasis on the Latin culture.

At all times during the educational program, all children are exposed to the Spanish and English language. All class presentations are presented in Spanish and English. At no time is a child required to participate in an activity that is being presented in the language in which he or she is not dominant. The main emphasis of the program is placed on developing the child's dominant language. Language dominance is determined by what is spoken at home and by observing which language the child communicates most. Also, consideration will be given to the parents' wishes concerning the child's language needs.

The cultural portion of the educational program is of the utmost importance during the program year. All children are exposed to different cultural distinctions, especially among the Latin and Anglo cultures. Yet, no specific culture is emphasized more than the other. Children are exposed to their own individual character differences, yet, a child is not praised more

than another. Children learn about, and accept differences in individuals and peoples. The main outcome of this type of presentation, is a child who is aware of its differences but feels neither shame or hatred for them. This child will be far better prepared to encounter new environmental situations without necessarily going through an agonizing identity crisis.

B. Social Service

The overall purpose of the social service component will be in providing any type of social welfare referral and parent involvement that will be required in the course of the program year. Specific areas that are delegated to the social service component are outlined in the following paragraphs. The social service area is responsible for all parent activities aside from those that deal with the parental participation in the classrooms. Also, the social service personnel inform parents of the different community resources available to them.

The social service staff is also responsible for the recruitment and placement of all participating children. All medical, dental, and visual requirements is coordinated by the social service staff. Appendix II A-F contains a more detailed description of the social worker's responsibilities. All other personnel job descriptions are also included.

C. Training Center

The program provides a variety of training experiences for both parents and other day care centers.

Parents are given opportunities to actively participate in all aspects of the program. They are encouraged to participate in the classrooms, in the kitchen, and under supervision of the social service personnel. Thus, as they become involved in the overall functions of a day care center, parents have a better understanding of the workings of the center.

The program also makes itself available as a model for bilingual, bicultural day care centers under community control. Actual training seminars are conducted at the program site in order to familiarize other day care personnel on the techniques and preparation required in working with Spanish-speaking children.

Training is also given to males who are interested in working in a pre-school program. This training requires that the individual do actual on-the-job practice. This portion of training requires the assistance of other day care centers that are interested in hiring male employees.

D. Physical Accommodations - Licensing and Transportation

All educational, recreational and training services are given at the present project site which is located at 809 West Greenfield Avenue, Milwaukee, Wisconsin.

The project is licensed by the State of Wisconsin and therefore meets all State requirements. This includes physical accommodations for fifty children plus qualified personnel to supervise the children. Outdoor space is also available.

With funds from the original DHEW grant the center has purchased its own school bus. This enables the center to provide adequate transportation at a relatively low cost. The bus is used for any center activity that would require transportation for a large number of people.

IV. Resident Participation

A Parent Policy Advisory Group (PPAG) assists in the development of, and gives approval to, all proposals from the project. It has a voice in establishing the criteria for selection of all staff personnel and approves the appointment of such.

The PPAG mediates employee grievences, and is empowered to settle such matters presented to the Committee. Employee dismissals are subject to, or in accord with, the recommendations of the PPAG.

The group initiates suggestions for program improvements and serves as a channel for hiring and resolving complaints on the project. Also, the group has the responsibility of assisting in the organizing of parent activities, along with the encouraging of their participation in the program. Finally, the group has the responsibility of supervising what is taught the children.

Members of the PPAG are selected directly by the parents of the children that presently attend the center. These members are nominated and voted on by all parents present at a meeting designated for such purpose. Suggestions and recommendations concerning the present project are gathered and recorded. These suggestions and recommendations are used for program and proposal development. The evaluation program formulated for this project was developed to include determination of degree of actual parent control and direction toward program implementation.

All parents have a definite influence on the operations of the project. Parents are encouraged to participate in activities, organizations, or committees that are involved in early childhood education. Latino parents are encouraged in order to give them a definite part in the improvement of the current educational philosophies affecting pre-school Spanish-speaking children. The center also sponsors meetings of day care personnel and parents from throughout the Milwaukee area in order to sensitize them to the special needs of the Latino pre-school child.

V. Administration

All job opening notices are sent to all parent members of PPAG, all agencies in Milwaukee serving the Spanish-speaking, and other organizations directed toward early childhood development.

Staff selection is made by the Parent Policy Advisory Group and the UMOS Milwaukee Area Advisory Council. All non-professional personnel presently working with the project are given adequate opportunity to advance to professional positions. This is contingent on a successful performance in their present positions. Provided candidates have supplementary training in the positions they desire. Non-professional employees will be given every opportunity to further their education ABE programs, GED programs, participation in in-service training programs, participation in local and national seminars and conferences.

All UMOS employees are governed by the UMOS Policies and Procedures Manual.

VI. Evaluation

The evaluation scheme will be developed by the project supervisor in conjunction with outside evaluator/or consultants. The evaluation plan would then be presented to the P.P.A.G. for their recommendations and suggestions.

Non-agency evaluators will be hired to give technical assistance in creating an adequate tool in order to measure the effectiveness of the program in all its aspects.

The following areas will be evaluated or researched, (see Appendix III):

1. Effectiveness of the Bilingual Bicultural education approach on child's linguistic abilities.
2. Parental attitude toward the bilingualism and biculturalism that the child should attain during his formative years.

3. Parental attitude toward the representation of a male figure in an early childhood classroom as opposed to a female adult figure.

4. Nature and influence in decision making by parents concerning all aspects of the day project.

5. Effectiveness of program in preparing the child for entering the Public School System and succeeding.

APPENDICES

1. Formula for Confidence Interval for Difference Between Two Sample Means

2. Monthly Reports on Students

3. Format for Sample Lessons

* Formula for Confidence Interval for Difference *

Between Two Sample Means

$$[(\bar{X}_1 - \bar{X}_2) - ts_{\bar{X}_1 - \bar{X}_2}] \leq U_1 - U_2 \leq [(\bar{X}_1 - \bar{X}_2) + ts_{\bar{X}_1 - \bar{X}_2}]$$

Where ~~t = 2.042 at .05~~ level of significant,

~~t = 2.750 at .01~~ level of significant, and

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}$$

Reference

Welkowitz, Joan, Ewen R. P., and Cowen, J.

Introductory Statistics for the Behavioral Sciences

New York: Academics Press, 1971; page 137-140; 257.

* Note: Originally prepared by Dr. George Uhlig who will act as the statistical consultant.

UMOS CHILD CENTER PROJECT

Appendix III

Outline:

I. Summative

- A. Indications of learning and growth which may be related to child center activity.
- B. Questionnaire to parents - charted and open-ended.
- C. Monthly measurements by teachers.

II. Formative Evaluation

- A. Discussions with teachers.
- B. Discussions with parents.
- C. Observations.

III. Workbook - Sample - Sample lesson on the basis of materials used.

IV. In-Service education of UMOS Child Center teachers and aides (professional personnel).

V. Use of Other Evaluation Measure for Five Year Olds.

1. Summative Evaluation

A. Indications of learning and growth which may be related to child center activity.

Objective: To investigate indications of learning and growth which may have taken place as a result of child center activity.

Population: The children who attend the child center activity - 3 year old, 4 year old and 5 year old groups.

Design: Tests which measure verbal and recognition abilities will be used. N. B. Due to the fact that this study is beginning in January and the measurements will be administered in the second week of February, the differences to be ascertained may indicate some learning and growth related to child center activity. The effectiveness of the project will, therefore, be statistically ascertained.

Materials: Tests measuring verbal ability and recognition ability will be used. The tests are:
1) "Peabody Picture Vocabulary Test" by Lloyd M. Dunn, Published by American Guidance Service, Inc., 720 Washington Avenue, SE, Minneapolis, Minnesota.

Reliability data is available on pages 30-32 of the Expanded Manual for the Peabody Picture Vocabulary Test.

Validity data is available in the same manual on pages 32-42.

2) "Boehm Test of Basic Concepts," Spanish version "Pruebo Boehm de Conceptos Basicos" by Ann E. Boehm. Published by Psychological Corporation, 304 East 45th Street, New York, NY 10017.

Reliability data is available on page 17 of the Test Manual (English version only).

Data for matching Boehm's Test against achievement tests is available from the publishing company.

The Boehm Test will be administered in both English and Spanish. A published version of the Peabody is not available in Spanish at this time. However, discussions with the company in terms of its use in Spanish are being carried on.

Analysis: a) reliability of the tests for the sample will be obtained

b) pre-post differences will be analyzed through the use of a t-test and other statistical tests used to investigate significant differences

c) other appropriate statistical analyses such as confidence intervals for differences between two sample means will be used (see attached formula)

d) item analysis for the test results will be presented.

Dissemination of Results: Results will be published in the final report of the project to be submitted to US-OCD. Also, papers with the basis of the work performed at the project will be submitted for publication in addition to presentation at professional conventions.

Time: Pre-testing - Second week of February

Post-testing - Month of August - exact date to be determined by June

B. Questionnaire to Parents

The following questionnaire which assesses parental attitudes toward the school will be sent to the parents: "Educational Attitude Survey" by Roberta Bear, Robert Hess and Virginia Shipman.

"Educational Attitude Survey":

On reliability the following data is available: Statistics reported are based on 163 pairs of Negro non-working mothers and their 4 year old children. Samples within group were evenly divided into four socio-economic groups: upper-middle; upper-lower; lower-lower. Intercorrelation among items within factors range from .368 - .719.

On validity: In the majority of cases, between-group differences on the EAS are statistically significant in the predicted direction.

C. Monthly measurements by teachers:

Monthly reports will be kept in file by teachers. A copy of the format is attached in the appendix

The goals will be used as a means of:
1) analyzing pre-post change between February and post-test date

2) analyzing month-by-month change in students.

Appropriate statistical techniques will be used for both 1) and 2).

II. Formative Evaluation

The formative evaluation aspect consists of an on-going process of observation by the evaluator.

A. Discussions with Teachers.

Included in the discussions are the objectives which teachers hold for their classes, their perception of students' needs, instructional procedures, and field trips and their effects of both, assessment of student performances during the program (support given by psychometric analysis through UWM computer facilities.

B. Discussions with Parents.

Discussions with parents include interviewing parents on their objectives for their children, their assessment of the program, both content and personnel, their reactions to their role vis-a-vis the program. Other discussion is completely open-ended.

C. Observations.

Visits to each of the classes on a bi-weekly basis shall be made. Record of observations shall be kept.

III. Workbook - Sample - Sample Lessons on the Basis of Materials Used

The workbook being planned will include a series of sample lessons which include explanations and examples. The format for the lessons is an adaptation of the previously published microlesson format in: Diana E. Bartley and Robert L. Politzer, Practice-Centered Teacher Training: Spanish, Center for Curriculum Development, 1961.

The schedule for the lessons follows. The Appendix includes an example of the format being used.

Josie Martinez
Alda Hernandez
Sally Evans
Tina Mori
Eduardo Aguirre
Graciela Rodri
Guadalupe Medi
Diana Bartley

WORKBOOK SCHEDULE

On lesson to be handed in to Diana Bartley by each person listed on each of these dates:

Friday,	Feb. 1:	Martinez, Evans, Mori, Hernandez
"	Feb. 15:	Aguirre, Rodriguez, Medina, Bartley
"	Mar. 1:	Martinez, Evans, Mori, Hernandez
"	Mar. 15:	Aguirre, Rodriguez, Medina, Bartley
"	Mar. 29:	Martinez, Evans, Mori, Hernandez
"	Apr. 12:	Aguirre, Rodriguez, Medina, Bartley
"	Apr. 26:	Martinez, Evans, Mori, Hernandez
"	May 3:	Aguirre, Rodriguez, Medina, Bartley
"	May 17:	Martinez, Evans, Mori, Hernandez
"	May 31:	Aguirre, Rodriguez, Medina, Bartley
"	June 14:	Martinez, Evans, Mori, Hernandez
"	June 28:	Aguirre, Rodriguez, Medina, Bartley

12 weeks

IV. In-Service Education of UMOS Child Center Teachers and Aides (professional personnel).

Periodic conferences with Dr. Bartley will be held in terms of methodology and use of auxiliary materials.

The use of in-circuit televion will be used for self-evaluation and for examples of methodology from which UMOS personnel can profit. In-circuit television is used in order to give teachers the opportunity of seeing themselves teach once the period of teaching is completed. Almost immediate feedback is the most important characteristic of this method in addition to being the strongest argument in favor of it. Two other advantages include:

1) Low-risk situation and pressure-free situation in which the teacher may learn and improve. He/she is on the job, and the experience serves as a learning experience.
2) In terms of learning theory, the effectiveness of in-circuit television is justified. Feedback, reinforcement, shaping are the principles of behaviorism adapted to human behavior known as verbal conditioning.

V. Use of Other Evaluation Measures for Five Year Olds.

In addition to the series from Boehm Test of Basic Concepts, the Peabody Picture Vocabulary Test, and the monthly reports, at least one of the following materials will be used at the end of the 5 year old academic year. The purpose is to provide as much information for the public schools on the children in order that the first grade teacher can be aware of the strength and weaknesses of the incoming child.

1) Hammond-Skipper Pre-School Achievement Rating Scale. This measure consists of a list of items for assessing achievement. Items were selected from the literature and judged by specialists to be appropriate for early childhood years. The checklist is intended to be used in helping the teacher gain a picture of the child's status as a basis for planning and guidance and as a means of assessing a child's progress.
2) Bereiter-Engelmann Pre-School Evaluation Form. This is an evaluation checklist of achievement which consists of a series of cognitive skills related to fifteen minimum goals of academic achievement. According to these authors, success of a pre-school program can be gauged by the extent to which children attain the goals. Nine pertain to linguistic attainments, six relate to numerical and reading skills. *

* Before using the above materials, it will be attempted to obtain permission for translation to Spanish. If it cannot be obtained, then other evaluation measures will be sought for Spanish and English.

BASIC LINGUISTIC OBJECTIVES

In addition to what was discussed with Mrs. Rosario, the MPS Bilingual education guidelines will be followed. The following which includes the above is a more explicit linguistic analysis of desired coordinate bilingual ability.

Phonology: The basic sound systems of English and Spanish (see phonological charts of English and Spanish on pp. 63 and forward in Charles Staubach and Robert L. Politzer, Teaching Spanish: A Linguistic Orientation, rev. ed., Ginn and Company, 1968.)

Morphology: For English and Spanish, a child should be competent in:

a) regular plural formations
English: {s ~ z ~ əz} Spanish: {es ~ s}

b) the more common irregular plural formations
English: 1. {s ~ ən ~ ə2}
2. {ø ~ ø}

c) regular past tense
English: {d ~ t} Spanish: /ar/ /er/ /ir/verbs

d) personal pronouns
subject and object position

e) adjective comparison
English: {ər ~ əst} Spanish: {mas + el mas}

Syntax: Basic patterns in English and Spanish coordinate system of both languages. Patterns which are likely to cause interference between the two languages must be reinforced separately in each language in order to avoid pattern confusion between the languages. Specifically, each one of the Spanish patterns should be reinforced by use of other similar patterns in Spanish in order to avoid generalization to English and vice versa in English.

e.g. English:	Spanish:
I ask for Robert	Pregunto por Roberto
but	but
I ask for water	Pido agua

Refer to syntactic analysis of interference mechanisms between Spanish and English: Staubach and Politzer, op. cit.

MEETING: January 29, 1974
with Mrs. Rosario from MPS

Purpose: Articulation with elementary grades, Bilingual Program, Milwaukee Public Schools.

Topic: Objectives of 1st grade preparation: To be covered in 3-4-5 year old groups according to the readiness of the child.

Math:

1. number concepts – 1 to 10
2. know the process of addition and subtraction
3. 3 + = 4 – missing numeral concept
4. one-to-one correspondence:
   a) mathematical (2 cats match 2 balls; 1 cat matches 1 ball)
   b) conceptual (as for example in the Ginn Word Enrichment Program)
5. equivalent sets: 3 = 3
6. recognition of sequences and non-sequences

Writing:

1. numbers - writing them the right way
2. left to right direction for writing
3. similarities and differences in letters, in writing

Concepts and skills:

1. forms: triangles, circles, squares, etc.
2. sizes and dimensions
3. use of scissors

Reading:

1. sound recognition (i.e. ability to distinguish different types of sounds and their related meaning: ambulance, siren, wind howling, dog barking
2. capital letters - 3 inches
   small letters - 1 1/2 inches

Drawing and pasting:

1. up-to-down
2. pasting: different types of glue

Mrs. Rosario will forward the objectives of the bilingual program to UMOS Early Childhood Center Faculty.

Vocabulary: Boehm's Test of Basic Concepts in English and Spanish provides lexical goals. In addition, children will learn to identify an English word with the English concept and related cultural associations; they will identify Spanish words with the Spanish language concepts and related cultural associations.

STUDENT ACTIVITY:

ANALYSIS OF ACHIEVEMENT FOUND IN UMOS PROJECT:

UMOS BILINGUAL BICULTURAL EARLY CHILDHOOD
DEVELOPMENT PROJECT

Teacher: Duration:

Age Levels:

LESSON PLAN

TITLE:

OBJECTIVES:

MATERIALS:

TEACHER MOTIVATIONS:

MONTHLY PROGRESS REPORTS ON STUDENTS

(Comparison to peers)

CHILD'S NAME _____

TEACHER'S NAME _____

CLASS _____

Language Development	Motor Development Physical Activity	Social Development	Contrast	Shapes	Printing	colors	Cutting

Excellent E
Good G
Satisfactory S
Needs Help H

Did not improve because:

a) Lack of attention LA
b) Absenteeism A

Monthly Progress Report
Page 2

Child's Activity Preference (check first 2 preferences)		Acceptance of Group Routine	Yes	No	Attention Span		Observation of Unusual Behavior	Observation of Health
Blocks		Wants to be included in all activities			Memory			Subject to:
Dolls					Curiosity			Colds
Trucks					Awareness			Headaches
Sand								Stomach aches
House Equip.								Tires easily
Books								Cries frequently
Organized Games								
		Refusing free most class activities						

Monthly Progress Report
Page 3

Enunciation	E	S
Sentences		
Speak Clearly		
Does Baby Talk		
Mumbles		
Whines		
Difficult to understand		
Speech Impediment		
Other		

Language Mastery	
Vocabulary	
Limited	
Extensive	
Equal	

Expresses Himself in	
Single Words	
Phrases	
Short Sentences	
Complex Sentences	

Language Dominance (which language, Spanish or English, is used with)	
Other Children	
Adults	
Parents	
Teacher	